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ABSTRACT

Enrollment data and the findings of studies on attrition, graduation rates, and Mexican-American/Chicano faculty staffing patterns begin to define the problem facing Texas institutions of higher education in serving the Mexican-American/Chicano student. Although Mexican-Americans constitute one-fifth of Texas' population, in fall 1976 they made up only 8.89% of total enrollment, 10% of undergraduate enrollment, and 4.75% of graduate enrollment in Texas senior colleges and universities. In public community/junior colleges, Chicano students comprised 16.75% of enrollments, a proportion close to their representation in the population; however, there is an apparent decline in the percentage of Chicanos (of total Chicano postsecondary enrollment) entering community/junior colleges, from 75% in the early 1970's to 55%. National reports show Chicanos far behind other ethnic groups in graduation rates at all higher education levels. While such data are difficult to get for Texas, one followup study of Texas community/junior college graduates reported that only 8.7% of the respondents were Chicano. More is known about Chicano faculty due to a recent Texas study. From the findings one can say without hesitation that Chicanos are grossly underrepresented on the faculties and staffs of Texas institutions of higher education. (Statistical data are presented and a bibliography is appended.) (BB)

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THE MEXICAN-AMERICAN/CHICANO STUDENT IN TEXAS COLLEGES AND UNIVERSITIES - DONDE ESTAMOS?

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The Mexican-American/Chicano Student in Texas Colleges and Universities - Donde Estamos?

by Alfredo G. de los Santos Jr.*

Let me begin by saying that it's delightful to attend this fourth conference of TACHE. When I was invited to be the speaker for the opening session, I accepted without hesitation. It's good to come back to my home state. It's good to be back in San Antonio, where TACHE got started a few years ago. It occurs to me that I have attended every one of TACHE's conferences. An award that TACHE presented to me in October 1976 occupies an important place among my souvenirs and mementos.

Almost three years ago, in a hotel close to this one, I spoke to a group of Mexican-American/Chicano educators at what turned out to be the organizational meeting of this association.

As I look out at those of you who are here today, I see a few of the same faces that I saw at that August 1975 conference. I am extremely glad that so many of you are here. It is my understanding that approximately 200 are registered--this represents about one third of the professional Chicano educators employed in institutions of higher education in the state. Beautiful!

At that conference, I said a number of things, some of which I'd like to review here. I said that "the easiest thing for any organization is its beginning.... What is difficult is the clear, concise definition of problems and suggesting alternative solutions to them. The most difficult of all, however, is working to implement the best alternative solution." (1:53)

Vice Chancellor for Educational Development, Maricopa Community Colleges, Phoenix, Arizona. Paper presented at the Fourth Annual Conference of the Texas Association of Chicanos in Higher Education, San Antonio, Texas, 27-29 July 1978.

I also said that we needed, at that time, to begin to go beyond the statement of the problems and that what we needed was "to begin to solve the problems.... We ought to begin the definition of problems from the perspective that the problem is not of the Mexican-American/Chicano student not being able to deal with the institution that we refer to as 'higher education'. It is a problem of higher education as an institution not being able to deal well with our students, of higher education now knowing how to serve our students well." (1:54)

My function here today is not to suggest any alternative solutions to the problems that institutions of higher education in Texas face in dealing with the Mexican-American/Chicano students, but merely to attempt to define the problem. I know that those who follow me in the program will propose alternative solutions that are viable, feasible, and possible solutions that have worked.

My charge, my responsibility is, to quote from the letter I received from Dr. Ernesto Ramirez Jr., TACHE president-elect, to "open the conference with an introduction to the theme." He suggested that I "could also include some statistical data" describing the three areas to be addressed by the three panels: The Before Stage, the During Stage, and the After Stage.

I have chosen to attempt to describe the status of the Mexican-American/Chicano student in Texas colleges and universities by analyzing enrollment data, by describing attrition and graduation statistics, and finally by briefly describing the staffing patterns--the number of Mexican-American/Chicano faculty in Texas colleges and universities.

Before I get to the enrollment data of Mexican-American/Chicano students in Texas institutions of higher education, I thought it would be beneficial if I were to give you a short report of recent research of Mexican-Americans/Chicanos in institutions of higher education in the five southwestern states of Arizona, California, Colorado, New Mexico and Texas.

The College Entrance Examination Board published a very significant regional report in 1972 which provided insight into the participation of Chicanos in the institutions of higher education in the five states mentioned above. In this report, the conclusion reached was that in the Fall 1971 semester

> an estimated 144,000 Mexican-Americans were undergraduates in Southwestern colleges. Although this represented a 14 per cent (14%) increase over the previous fall, the figure would need to be increased by at least 100,000 to provide a number proportional to the college-age population. (2:1)

Five years later, in the Fall 1976 semester, conditions had not improved. Martinez, who did a follow-up study of the CEEB survey as part of his doctoral studies at the University of Colorado, concluded that

> over the last five years, the enrollment pattern for Mexican-American students has not improved significantly from that reported in 1971. (3:76)

So...vamos de Guatemala a Guatepeor! Because longitudinal data of enrollment patterns, broken down by ethnic group, are not readily

available about Texas institutions of higher education, it is extremely difficult to compare latest data with enrollment information a few years ago.

Before I do get into a discussion of the latest enrollment data, I should point out that Mexican-Americans/Chicanos make-up almost a fifth of the population of this state. Keep that in mind when I discuss the per cent of Mexican-Americans/Chicanos enrolled in Texas colleges and universities.

Enrollment Data, Fall 1976

The latest data available on Chicanos enrolled in institutions of higher education in Texas are for the Fall 1976 semester. These data are official, being part of the report issued annually by the Coordinating Board, Texas College and University System. It should also be noted that this is the first time that data of this type, with breakdown by ethnic groups are available.

Tables I, II and III, discussed in this section of the paper, are based on Appendices A and B, taken from the Statistical Supplement to the Annual Report for Fiscal Year 1977, published by the Coordinating Board, Texas College and University System. (4:22-35)

Public Senior Colleges and Universities.-In the Fall 1976 semester, Chicanos made up less than 9% of the total enrollment in Texas public senior colleges and universities. (See Table I.) Of a total enrollment of 314,857, only 27,991 or 8.89% were Chicanos. Male Chicano students--a total of 14,976--made up 4.76% of the total enrollment, while Chicanas--a total of 13,015--made up 4.13%.

TABLE I

HISPANIC HEADCOUNT ENROLLMENT, BY SEX,

TEXAS PUBLIC SENIOR COLLEGES AND UNIVERSITIES

FALL 1976

		HISPANICS					
	GRAND TOTAL	MALE	% OF GRAND TOTAL	FEMALE	% OF GRAND TOTAL	TOTAL HISPANICS	% OF GRAND TOTAL
Freshmen	84,471	3,951	4.68	4,190	4.96	8,141	9.64
Sophomores	51,521	2,643	5.13	2,344	4.55	4,987	9.68
Juniors	55,370	2,964	5.35	2,2251	4.06	5,215	9.42
Seniors	56,023	3,071	5.48	2,157	3.85	5,228	9.33
Undergraduates	247,385	12,629	5.10	10,942	4.42	23,571	9.53
Post BA	9,397	257	2.73	189	2.01	446	4.75
Masters	44,958	1,663	3.70	1,695	3.77	3,358	7.47
Doctoral	8,857	186	2.10	122	1.38	308	3.48
Special/ Professional	4,260	241	5.66	67	1.57	308	7.23
Graduate/Special Professional Total	67,472	2,347	3.48	2,073	3.07	4,420	6.55
Grand Total	314,857	14,976	4.76	13,015	4.13	27,991	8.89

At the undergraduate level, almost 10% of the total enrolled were Chicano students. Of a grand total of 247,385 undergraduates 9.53%, or 23,571 were Chicanos. A total of 12,629, or 5.10% were males, while 10,942 Chicanas, or 4.42% were enrolled.

Chicanos made up 9.64% of the total freshmen enrolled--8,141 of 84,471. At the sophomore level, of the 51,521 enrolled, 4,987, or 9.68%, were Chicanos. Junior Chicanos totaled 5,215, or 9.42% of the total junior enrollment of 55,370. Chicano students at the senior level numbered 5,228, or 9.33% of the 56,023 enrolled. At every level, except the freshmen level, male Chicano students made up a higher percentage of the total than Chicanas did. At the freshmen level, Chicanas made up 4.96% of the grand total while Chicanos made up 4.68%.

Approximately 6.55 of the total students enrolled in post-B.A., Master's, doctoral, or special/professional programs were Chicanos-- 4,420 of a total enrollment of 67,472. At the post-B.A. level, a total of 446-- 257 males and 189 females--were Chicanos, or 4.75% of the total enrollment of 9,397.

Chicanas made up 3.77% and Chicanos 3.70% of the total enrollment in programs leading towards the Master's degree. Of the total enrollment of 44,958, 1,663 were Chicanos and 1,695 were Chicanas, for a total of 3,358.

Chicanos were very poorly represented in programs leading towards the doctorate degree. Only 308--186 males and 122 females--of the total enrollment of 8,857, or 3.48% were Chicanos. The Chicano representation in special and professional schools was 7.23% of the total enrollment of 4,260. The 241 males made up 5.66% and the 67 females 1.57%, for a total Chicano enrollment of 308.

Public Community/Junior Colleges.-Chicano students comprised 16.57% of the grand total of students enrolled in semester length courses in Texas

public community/junior colleges in the Fall 1976 semester, or a total of 35,423 of 213,788. (See Table II.)

A total of 22,666 Chicano freshmen made up 15.57% of the total freshman enrollment of 145,616. Male Chicano students outnumbered females, 12,099 to 10,567 and made up 8.30% and 7.26%, respectively, of the grand total.

At the sophomore level, Chicano males outnumbered females also, 4,596 to 2,665, for a total enrollment of 7,261 of 43,400. Chicano males made up 10.59% and females 6.14% for a total Chicano percentage of 16.73% of the total sophomores enrolled.

Chicanos made up 22.19% of those enrolled in the "unclassified" level, of 5,496 of the 24,772 total enrollment. A total of 3,802 Chicano males and 1,694 females made up 15.35% and 6.84%, respectively, of the total enrollment.

Enrollment Comparisons: Community/Junior Colleges and Senior Colleges and Universities.-An interesting fact about the total enrollment picture of Chicanos in Texas public institutions of higher education is the apparent decline in the percentage of Chicanos enrolling in the community/junior colleges.

Early in the 1970's, several reports of Chicano enrollment in institutions of higher education indicated that approximately 75% of all the Chicanos enrolled in post-secondary education were enrolled in community/junior colleges.

The College Board study mentioned earlier indicated that 75,000 of the 100,000 Chicanos enrolled in public institutions of higher education in those 28 counties that had at least 50,000 Chicanos in 1971 were enrolled in community/junior colleges. (2:21) Lopez and Enos, in their study of Chicanos in public higher education in California, concluded that "Chicanos who enter public higher education can expect by present enrollment figures to have a 70 per cent

TABLE II

HISPANIC HEADCOUNT ENROLLMENT BY SEX,

TEXAS PUBLIC COMMUNITY/JUNIOR COLLEGES

SEMESTER LENGTH COURSES, FALL 197

		HISPANICS					
	GRAND TOTAL	MALE	% OF GRAND TOTAL	FEMALE	% OF GRAND TOTAL	TOTAL HISPANICS	% OF GRAND TOTA
Freshmen	145,616	12,099	8.30	10,567	7.26	22,666	15.57
Sophomores	43,400	4,596	10.59	2,665	6.14	7,261	16.73
Unclassified	24,772	3,802	15.35	1,694	6.84	5,496	22.19
TOTAL	213,788	20,497	9.59	14,926	6.98	35,423	16.57

chance of attending a community college." (10)

In Texas in the Fall 1976 semester, a grand total of 63,414 Chicanos were enrolled in both public community/junior colleges and senior colleges and universities. (See Table III.) Of this total, 35,423 were enrolled in community/junior colleges. This represents only 55.86% of the total! Very interesting!!!

If one considers only those Chicanos enrolled at the undergraduate level, the percentage of Chicanos enrolled at the community/junior college level jumps up to 60.04%. Yet... This is a decline of approximately 15 percentage points.

Conclusion.-One can easily conclude that Chicanos are not being served well in Texas by the institutions of higher education. Chicano enrollment does not come close to being proportional to the Chicano population in the state. Community/junior colleges come close to enrolling Mexican-American/Chicano students in proportion to the Mexican-American/Chicano representation in the total population in the state. Doctoral and special/professional programs enroll a very small number of Chicanos.

TABLE III

HISPANIC HEADCOUNT ENROLLMENT COMPARISONS

COMMUNITY/JUNIOR COLLEGES - SENIOR COLLEGES AND UNIVERSITIES

FALL 1976

	Number	Per Cent
Undergraduate Only		
Community/Junior Colleges	35,423	60.04
Senior Colleges and Universities	23,571	39.96
Total	58,994	
Total Enrollment		
Community/Junior Colleges	35,423	55.86
Senior Colleges and Universities	27,991	44.16
Total	63,414	

Attrition and Graduation Information

Finding reliable, comparable and longitudinal information about attrition and graduation rates specific to Mexican-American/Chicano students in colleges and universities is, at best, difficult. However, a number of reports of studies done recently give us a sense of what one might conclude to be true.

The National Longitudinal Study, which did a follow-up of the graduates of the Class of 1972, found out about the educational participation of Hispanics...and results. Table IV indicates that only 47% of the Hispanic high school graduates enrolled in post-secondary education compared to 56% of the Whites and 50% of the Blacks. By 1974, only 31% of the Hispanics were enrolled, compared to 39% of the Whites and 34% of the Blacks. (5:99)

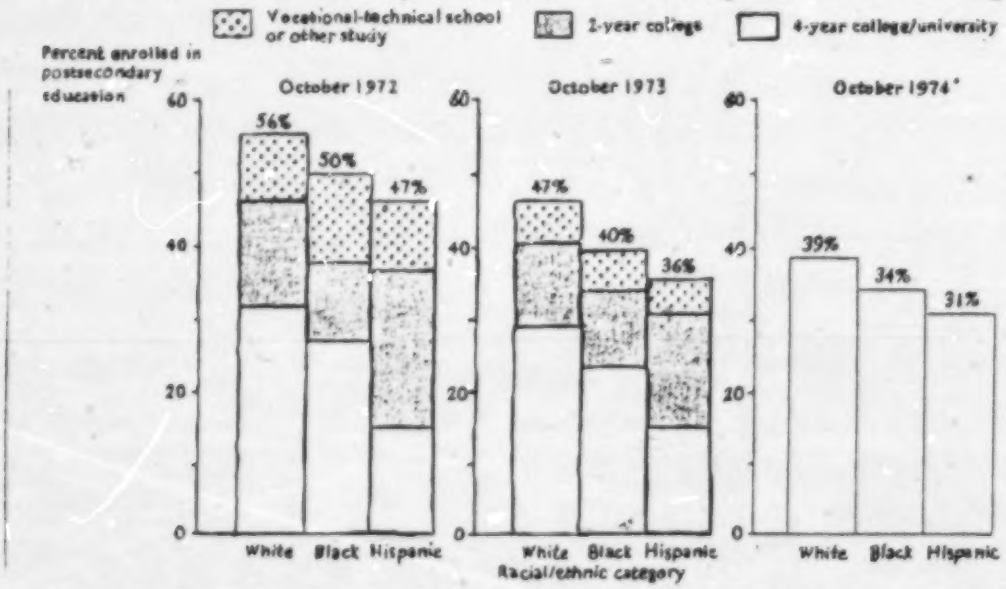
Table V indicates that 7.3 per cent of the Hispanic students had completed a Bachelor's degree or higher by 1976--compared to 19.2 per cent of the Whites and 12.1 per cent of the Blacks. Approximately 47.6 per cent had no higher education, compared to 41.2 per cent of the Whites and 47 per cent of the Blacks. (5:130)

Data issued by the Bureau of the Census indicates that what was true about the Class of 1972 is generally true of the total population. Table VI shows that in March 1978, only 7.1% of the population of Spanish origin had completed four years of college or more, compared to 15.7% of the total population. Only 4.3% of the Mexican-origin people had completed four years of college or more. (6:7)

The U.S. Commission on Civil Rights reported that in 1976, the college completion rate for Mexican-American males was 32% (or 68% below) the rate for majority males. The rate for Mexican-American females was 15% (or

Table IV

Enrollment Status of the High School Class of 1972 by Race or Ethnic Origin



*Data on type of institutions unavailable.

Source of Data: National Center for Education Statistics

Table V

Educational attainment of the high school class of 1972, by selected characteristics: 1976.

Characteristic	Total	Percent attaining		
		Bachelor's degree or higher	Some college	No higher education
TOTAL	100.0	17.9	39.5	42.5
Ability:				
low	100.0	3.5	27.5	69.0
middle	100.0	13.1	44.1	42.8
high	100.0	38.6	46.4	15.0
High school educational expectations:				
High school or less	100.0	0.9	12.7	86.4
Vocational-technical	100.0	2.1	29.9	68.0
2-year college	100.0	6.8	66.3	26.9
4-year college	100.0	35.4	56.3	8.4
Graduate school	100.0	48.7	45.2	6.1
High school program:				
General	100.0	8.9	36.6	54.5
Academic	100.0	34.2	50.2	15.7
Vocational-technical	10.00	3.4	25.7	70.9
Racial/ethnic group:				
White	100.0	19.2	39.6	41.2
Black	100.0	12.1	39.9	47.0
Hispanic	100.0	7.3	45.1	47.6
Other	100.0	12.4	36.7	50.8
Sex:				
Male	100.0	17.2	43.0	39.8
Female	100.0	18.6	36.4	45.0
Socioeconomic status:				
Low	100.0	7.1	29.5	63.4
Middle	100.0	14.7	39.5	45.8
High	100.0	35.2	50.3	14.5

NOTE: Details may not add to totals because of rounding.

Source: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972, unpublished data.

Table VI

PERCENT OF THE TOTAL AND SPANISH ORIGIN POPULATION 25 YEARS OLD AND OVER BY YEARS OF SCHOOL COMPLETED, TYPE OF SPANISH ORIGIN, AND AGE

(For the United States, March 1978. For meaning of symbols, see text)

Years of school completed and age	Total population	Spanish origin					Not of Spanish origin[2]
		Total	Mexican	Puerto Rican	Cuban	Other Spanish origin[1]	
PERCENT OF PERSONS WHO COMPLETED LESS THAN 5 YEARS OF SCHOOL							
Total, 25 years and over..	3.6	17.2	23.1	15.0	9.3	5.9	3.0
25 to 29 years.....	0.9	5.7	7.6	4.3	(B)	1.0	0.6
30 to 34 years.....	1.1	9.6	12.6	8.2	(B)	3.5	0.6
35 to 44 years.....	1.7	11.2	15.9	12.4	2.2	1.7	1.1
45 to 64 years.....	3.6	24.9	34.3	23.0	10.2	9.3	2.7
65 years and over.....	9.5	45.0	65.4	(B)	20.5	19.2	8.7
PERCENT OF PERSONS WHO COMPLETED 4 YEARS OF HIGH SCHOOL OR MORE							
Total, 25 years and over..	65.9	40.8	34.3	36.0	49.1	58.5	67.1
25 to 29 years.....	85.3	56.6	51.3	52.1	(B)	74.5	87.1
30 to 34 years.....	82.6	50.1	44.1	43.7	(B)	67.8	84.4
35 to 44 years.....	75.1	44.2	37.2	35.2	57.8	62.7	76.9
45 to 64 years.....	61.5	30.3	21.4	26.0	40.9	51.1	62.7
65 years and over.....	38.1	17.3	7.1	(B)	34.9	28.3	38.6
PERCENT OF PERSONS WHO COMPLETED 4 YEARS OF COLLEGE OR MORE							
Total, 25 years and over..	15.7	7.1	4.3	4.2	13.9	13.8	16.1

[1] Includes Central or South American origin and other Spanish origin.
[2] Includes persons who did not know or did not report on origin.

85% below) the rate for majority females. (7:14)

The number of Hispanics who graduate from two-year colleges also is significantly less than the rest of the students. Perez-Ponce, Barron and Grafton, drawing on unpublished data from the National Center for Educational Statistics National Longitudinal Study of the High School Class of 1972, (See Table VII), reported that by October 1974

> Where White and Black males completed associate degree work at 10.71 per cent and 13.63 per cent, respectively, Hispanic males ranked only at 5.23 per cent. A similar pattern unfolded for women students. White and Black women ranked 17.91 and 10.45 per cent, respectively, with Hispanic women ranking 8.78 per cent. (8:7)

Table VII

Associate Degree Awards to Two-Year College Entrants from Class of 1972, by Sex, Racial/Ethnic Group, Shown in Percentages, October 1974

Racial/Ethnic Group	Men	Women
White	10.71	17.91
Black	13.63	10.45
Hispanic	5.23	8.78

Source: Response to CONAC query from unpublished material, National Center for Educational Statistics report: Withdrawal from Institutions of Higher Education: An Appraisal with Longitudinal Data Involving Diverse Populations.

In Texas, data of this type are extremely difficult to get. However, one follow-up study of graduates of Texas public community/junior colleges in 1977 (where Chicano students made up more than 16% of the total enrollment) reported that only 569 of a total sample of 6,560, or 8.7%, of the respondents were Chicano.

The reasons for the non-participation of Hispanics in the educational systems of this country have been discussed over and over again. Lopez and Enos (10) outlined a long list of problems and conditions that affect the Chicano student in the community colleges in California, among them: inadequate high school counseling; hostile, bureaucratic college campuses and their Anglo faculty and students; racism; the relative absence of Chicano faculty and staff; and the familial and economic pressures on the Chicano. They determined that the two major barriers to adequate representation of Chicanos in public higher education were admissions standards and procedures and adequate financial aid.

Cardenas, in examining the issue of equality of educational opportunity as it relates to access to higher education for Mexican-Americans, made the following observations concerning the different factors related to access: (11)

1. Recruitment: a new recruitment practice should be used by which counselor training programs focus on training counselors to play active roles, to be student advocates, and subsequently assist students to gain admissions to colleges and universities.

2. Admissions Process: recognizing the inappropriateness of test scores as concerns most minority and low-income students, an admittance criteria other than rigid adherence to standardized tests should be utilized. More humanistic approaches are recommended.

3. Student Financial Assistance: in view of the low socio-economic statu. of most Mexican-Americans, access will not improve unless adequate financial aid is made available.

4. Program and Services: institutions should reexamine their policy and goals towards the "economically and educationally" disadvantaged student; to direct their efforts to provide funds for programs aimed at these students; and to strive to serve as an example to other institutions on methods of providing educational opportunities for Mexican-Americans and other under-represented student populations.

5. Faculty and Student Support Personnel: as enrollment of Mexican-American students increases it is essential that the institution increase its number of Mexican-American faculty and administrators to develop a bicultural learning environment.

Mexican-American/Chicano Faculty and Staff

The number of Mexican-American/Chicano faculty and staff in institutions of higher education has never come close to being proportional to the number of students enrolled, much less to the number of Chicanos in the total population.

The College Board survey mentioned earlier reported that the Southwestern institutions of higher education had employed in 1971 "an estimated 1,500 Mexican-American full-time faculty members; this yields a ratio of one Mexican-American faculty member for every 100 Mexican-American students." (2:1) The average ratio of full-time faculty to students at the time was apprxoimately 1 to 20. The ratio of Mexican-American full-time student support personnel to Mexican-American students was 1 to 242. (2:35)

Martinez in his follow-up study found that the "number of Mexican-American full-time professional staff in Southwestern colleges has decreased since 1971." (3:77) So...

In Texas, we know a lot more about the faculty in higher education because of the work done by Valverde and Ramirez. They reported that generally speaking, "the Chicano professional employed in Texas higher education was born in Texas, is a male between the ages of 20 and 45 (77.3%), married, and biliterate in Spanish." (12:27)

Chicano professional earned their first degree at an in-state, usually a Central or South Texas university, with Pan American University, Texas A & I, and University of Texas ranking tops in order of the per cent of degrees awarded.

Ninety-two per cent of all Chicanos are employed in public institutions, the other eight per cent in private. Chicano professionals are distributed into three levels of employment: 39% are administrators, 49% are instructional or faculty members, and 10% are professional support staff. Only 28% are tenured.

Valverde and Ramirez conclude that "most of our Chicano professionals employed in higher education are recent graduates with little prior experience; in newly acquired positions, located in South or Central Texas public colleges and universities." (12:29)

Texas now has only three community/junior college presidents--one each in Laredo, Brownsville and Fort Worth. We do not have--and have never had--a Chicano as president of a major Texas senior college or university.

To summarize, one can say without hesitation that Chicanos are grossly underrepresented on the faculties and staffs of Texas institutions of higher education.

We do not have a Chicano on the Board of Regents of the University of Texas System. We do not have a Chicano on the Texas A & M University system

Board of Regents. We have only one Chicano on the Coordinating Board, Texas College and University System--of a total of eighteen.

So... There, my friends, is as coherent a statement of the problem as I can give you at this time. Buena suerte.

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Appendix A, showing headcount enrollment by sex and by ethnic origin for Texas public senior colleges and universities, Fall 1976,

and

Appendix B, showing headcount enrollment by sex and by ethnic origin for Texas public community/junior colleges (semester length courses) Fall 1976 (Pages 22-35)

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